DOCUMENT RESUME

ED 219 561 CE 033 261

TITLE	Career Education Implementation Mode for Postsecondary Institutions. Bulletin 1980, No. 38.
INSTITUTION	Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	80
GRANT	DHEW-554-AH-70214
NOTE	13p.; For related documents see CE 033 257-262.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Articulation (Education); *Career Education; Colleges; Educational Cooperation; Educational Objectives; Faculty Evaluation; *Fused Curriculum; Institutional Cooperation; Intercollegiate Cooperation; *Postsecondary Education; *Program Implementation; Regional Schools; Universities; Vocational Schools
IDENTIFIERS	*Alabama; Education Amendments 1974

ABSTRACT

Developed for personnel in postsecondary institutions throughout Alabama, this implementation mode is intended to provide a stimulus for infusing career education activities and goals into each department and area of study. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. Discussion centers on developing objectives for implementation of career education at the postsecondary level and of program articulation between and among the area vocational centers, technical colleges and institutes, junior colleges, and institutions of higher education in Alabama. Eight suggestions are made by which institutions can contribute to the fulfillment of the State Plan for Career Education. A career education evaluation form for postsecondary personnel is appended. (YLB)

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Career Education

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POSTSECONDARY INSTITUTIONS

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CAREER EDUCATION

IMPLEMENTATION MODE FOR

POSTSECONDARY INSTITUTIONS

State of Alabama
Instructional Services Division
Career Education Unit
Montgomery, Alabama 36130

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This material is published by the Alabama State Department of Education, Montgomery, Alabama, financed by funds provided under P. L. 93-380 (Section 406 - Subpart C--State Plans--Part 160d, USOE Grant #554 AH 70214).

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INTRODUCTION

This implementation mode has been developed for personnel in post-secondary institutions throughout Alabama, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, this mode will provide a stimulus for infusing career education activities and goals into each Department and area of study. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; they are a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

It is intended that this implementation mode will serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into every instructional area of the state educational system. The State Department of Education has made the following statements of philosophy on Career Education:

"Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

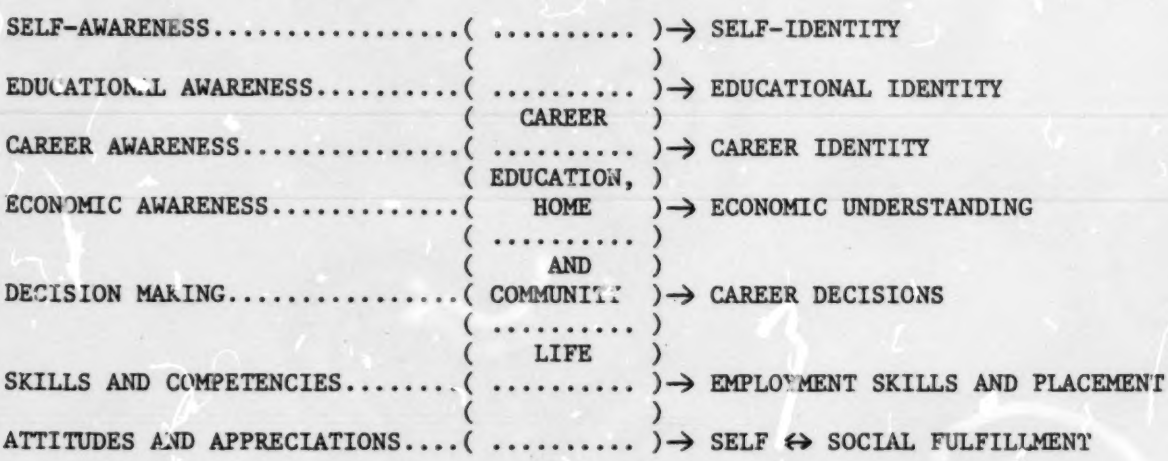
The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work, exploratory experiences, and knowledge and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, the goals of career education are shown in the following matrix:

GOALS OF CAREER EDUCATION

Awareness -- Exploration -- Preparation



This structure provides a comprehensive, sequential, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. It meshes the academic subject matter ("knowing" cognitive domain), skills and competencies ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for further education, employment, job proficiency, and career advancement. An explanation of the goals, objectives, and expected outcomes follows:

Goal	Objective	Expected Outcomes
SELF-AWARENESS The student acquires a knowledge of himself/herself, what he/she is, and hopes to become.	To help students develop positive feelings about themselves, and to recognize and accept their feelings, their achievements, and their interests.	SELF-IDENTITY The student knows himself/herself and has developed a personal value system.
EDUCATIONAL AWARENESS The student recognizes the need for specific education for career roles.	To help students to become acquainted with the array of educational opportunities which will become	EDUCATIONAL IDENTITY The student has developed ability to select educational avenues for pursuit of career goals.

Goal	Objective	Expected Outcomes
EDUCATIONAL AWARENESS (Continued)	available to them as they progress through school, the nature of these opportunities, and the implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.	EDUCATIONAL IDENTITY (Continued)
CAREER AWARENESS The student acquires a knowledge of a broad range of careers and how each serves the individual student, the community, and society.	To help students become acquainted with a variety of occupations and careers, the various personal meanings of work, and patterns different people follow in developing careers.	CAREER IDENTITY The individual has selected a role or roles within the world of work.
ECONOMIC AWARENESS The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.	To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the world, and the possible implications of these changes for their careers.	ECONOMIC UNDERSTANDING The student can solve personal and social problems in an economic environment.
DECISION-MAKING The student is able to use information in determining alternatives and reaching decisions.	To help students understand the value and processes of rational decision-making, and through practice to develop a "sense of urgency"--the confidence that what they decide or plan can indeed have an effect upon what happens to them.	CAREER DECISIONS The student has developed plans for immediate, intermediate, and long range career development.
SKILLS AND COMPETENCIES The student acquires and develops skills and competencies which are viewed as the ways in which man extends his/her behavior; and develops social and communications skills	To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.	EMPLOYMENT SKILLS AND PLACEMENT The students are competent in performance of skills necessary for job placement, and/or further education, and basic life roles.

Goal	Objective	Expected Outcomes
SKILLS AND COMPETENCIES appropriate to career placement and adjustment.	(Continued)	EMPLOYMENT SKILLS AND PLACEMENT (Continued)
ATTITUDES AND APPRECIATIONS The student develops a value system toward his/her own career choice and that of others, and develops appropriate feelings toward oneself and others.	To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.	SELF-SOCIAL FULFILLMENT The student has developed an appreciation of his/her own role and roles of others.

Any of the following career education publications may be obtained through the Career Education Office, Division of Instruction, State Department of Education, Montgomery, Alabama.

The Career Education Addendum to the State Courses of Study
The Career Guidance Handbook
Career Education Curriculum Model for Grades K-4
Career Education Curriculum Model for Grades 5-8
Career Education Curriculum Model for Grades 9-12
Career Education Implementation Mode for Classroom Teachers
Career Education Implementation Mode for Counselors
Career Education Implementation Mode for the Non-Educational Community
Career Education Implementation Mode for Administrators
Alabama Career Education State Plan

Postsecondary Education in Alabama as well as in the nation is organized in a variety of kinds of institutions representing several levels of study and learning. Regardless of their image the fundamental purpose of each public and private institution is to provide its constituents with an education for a career. Although the majority of the students enrolling in postsecondary institutions have as their objective preparation for initial employment at a job entry level in a carefully selected occupation, several other career dimensions have been added to their role and function. Youth and adults in their efforts to cope with the complexities of learning for living in today's society, must march to a drumbeat that is usually different from the economic and skill maintenance rhythms which were adequate for their parents. The curriculum must be adaptive to the personal needs of students who come to learn rather than to those of the institutions whose offerings may be based on the need to continue traditional programs.

In addition to career preparation, postsecondary institutions must provide programs for career advancement, career modification, career enjoyment, and termination or completion. An evolving occupational structure requires postsecondary institutions to provide programs to update the skills and knowledge of the work force in business and industry. It also makes necessary accurate planning and preparation for modifying careers or entering alternate or extended careers which utilize existing skills and abilities.

Career enjoyment or satisfaction may include the fulfillment of a person's personal and professional life. Identification of this need may result from psychological self-assessment to develop an avocation in addition to the primary vocation. Full and complete satisfaction is seldom achieved by a job alone.

Career termination or completion may occur by choice or by circumstance, but is one of the events in each person's productive life for which individuals can prepare. Postsecondary institutions and educators can provide courses and programs which can assist people in relating their work ethic to a recreational ethic and a social ethic that can continue after an active productive career. Career termination or completion may be a new career itself with new opportunities for personal growth.

Today's postsecondary institutions must align themselves with the communities in which they must survive by providing the kinds of programs they need. These may often be in settings and environments away from the institution. Today's postsecondary students too are much more diverse in their abilities, aptitudes, and goals. Postsecondary students may already have a background of career awareness, exploration, and decision-making about preparation for a career.

Every postsecondary institution and teacher in the institution must have a better knowledge about each student who enrolls so that in addition to providing for career development students also attain a broadened perspective of self and society within which they can function during their

entire productive life. Postsecondary institutions prepare school administrators, counselors, and teachers and career education concepts, strategies, and subject matter relationships.

In developing objectives for implementation of career education at the postsecondary level, it may be helpful to look at the institutions in Alabama's system of postsecondary education. Program articulation between and among the 100 plus area vocational centers, 26 technical colleges and institutes, 20 junior colleges, and 28 institutions of higher education is a vital need for maximizing learning opportunities and economic efficiency.

LEVELS OF COMPETENCE	High Schools & Area Centers	Technical Institutes & Technical Colleges	Junior Colleges	Four Year Universities	Graduate Schools	Adult & Continuing Education
	115	26	20	28		
	Career	Ladders				
			and	career	lattices	

Institutions can implement their contribution to the fulfillment of the State Plan by:

(1) conducting self-studies and assessments of what they now have in their programs which provide quality career and self development.

(2) providing students with an awareness of available program offerings and resulting career opportunities through an organized orientation or counseling program or an established and functioning career center which has institutional information and materials as well as other appropriate resources.

(3) providing students with opportunities for testing, aptitudes and achievement, counseling, and placement services.

(4) providing students with information about current and projected job market opportunities on a local, regional, and national level.

(5) providing opportunities for students to study and observe different career fields and if possible, work experience in appropriate occupational areas.

(6) providing activities which will create continuing linkages between the postsecondary institutions' administration and staff with community, business, industry, labor, and professional organizations.

(7) providing instructional programs which will give all students skills in conducting job search campaigns, preparing resumes, writing letters of application, and interviewing for employment.

(8) encouraging all faculty members to incorporate career-oriented learning experiences and materials into the curriculum content of their subject matter specialties.

CAREER EDUCATION EVALUATION
FOR POSTSECONDARY PERSONNEL

Name of Institution _____

Position: Administrator ____ Instructor ____ Other ____ (Explain)____

_____

_____

Area of Instruction _____

College or Department _____

Yes	No	Needs Improvement	Checklist of Statements
( )	( )	( )	1. Are there discussions in your courses relating course content to the world of work and specific occupations?
( )	( )	( )	2. Does your institution have provisions for field trips or other activities to demonstrate the relevance of course content to the world of work?
( )	( )	( )	3. Do you participate as an advisor to, or organizer of, work experiences which allow students to apply content in your subject area to the world of work?
( )	( )	( )	4. Are provisions made for meetings for students with representation from business, labor, or government to enable students to relate course content to "real world" concerns?
( )	( )	( )	5. Do you provide classroom discussions or individual counseling sessions for students concerning the skills and degrees or diplomas for certain jobs in your area/ trade of specialization?
( )	( )	( )	6. Does your institution provide for participation in workshops, seminars, or other short programs designed to help students upgrade a particular job-related skill?
( )	( )	( )	7. Does your institution provide counseling or advisement of students in order to help them establish or clarify career goals related to the students' areas of specialization?
( )	( )	( )	8. Does your institution provide counseling or advisement to students with information on regional employment patterns?

CAREER EDUCATION EVALUATION
FOR POSTSECONDARY PERSONNEL
(Continued)

Yes	No	Needs Improvement	Checklist of Statements (Continued)
( )	( )	( )	9. Is there counseling or advisement of students in order to help them assess strengths and needs pertaining to career alternatives related to areas of specialization?
( )	( )	( )	10. Do you refer students in your classes to the career and placement service on campus?
( )	( )	( )	11. Do you refer students to other sources of career information?
( )	( )	( )	12. Does your institution have an established career education advisory council?
( )	( )	( )	13. Does your institution have a career information resource center?
( )	( )	( )	14. Has your institution administered a career education needs assessment instrument?
( )	( )	( )	15. Has your institution formulated a career education implementation plan which has specific objectives and stated criteria to judge the accomplishment of each objective?